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ABSTRACT

A mail survey of vocational-technical counselors and guidance personnel in Texas was conducted to identify the tasks performed and amount of time spent in the performance of these tasks. A questionnaire was distributed to 40 occupational orientation teachers (with 87 percent responding) and 160 counselors and guidance personnel (with 92 percent responding). Eighty tasks were identified and divided into 11 sections: pupil appraisal, staff counsulting, referral work, counseling, public relations, placement, planning and development of the guidance program, educational and occupational planning, counselor as a person, parent help, and local research. Data were analyzed according to the occupational orientation educators, vocational-technical counselors and guidance personnel, and a composite analysis of the two groups. Each task was analyzed in the following areas: rank by percent of respondents performing; cumulative sum of average time spent by all respondents; average percent time spent by all respondents; average percent time spent by respondents performing; and percent of respondents performing. The study concludes that the respondents could identify the tasks and the amount of time required by each task. The data produced offers useful information for developing curriculum for vocational-technical counselors and guidance personnel. A bibliography is included and the questionnaire appended. (EC)

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IDENTIFICATION OF ACTUAL TASKS PERFORMED AND RELATIVE AMOUNT OF TIME SPENT ON TASKS BY VOCATIONAL-TECHNICAL GUIDANCE PERSONNEL

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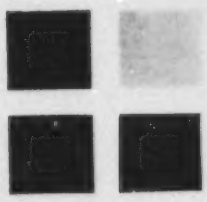

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IDENTIFICATION
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AND
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BY VOCATIONAL-TECHNICAL GUIDANCE PERSONNEL

Submitted to

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ABSTRACT

Presented in this report are the results of a study designed to first identify tasks typically performed by vocational-technical counselors and guidance personnel and secondly, to determine the relative amount of time spent performing these tasks. To accomplish this, a random sample of 200 vocational-technical counselors and guidance personnel was selected from the state of Texas. A mailed questionnaire was used to collect the data. Of the 200 in the survey sample, 183 (91 percent) returned the questionnaire. The format for the questionnaire was similar to that used by Christal (1) and Lovelace (3).

The questionnaire consisted of 80 tasks derived from a study of competencies conducted earlier by Jackson (4). The information collected in the study was analyzed by considering the data in three groupings: the occupational orientation sample; guidance personnel only; and then the two groups combined. This breakout of the information afforded a more complete analysis.

The results of the study consist of a validated set of tasks useful for curriculum decision making in any training program. Not only are the tasks ranked according to the number of occupational orientation and guidance personnel who perform the task, but relative percent of time spent performing the task is also given. Contrasts between the two groups are made and a composite presentation of the data are presented in the body of the report.

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PREFACE

The study reported in this document represents the work of many people. One group that devoted many hours to the project was the tasks development committee which had the responsibility of writing tasks from the competencies identified in an earlier study by Jackson (4). Serving on this panel were: Dr. Harold Murphy, East Texas State University: Thomas A. Bass, Region V Education Service Center; Roy Lower, San Angelo Independent School District; Bill E. Lovelace, EPD Consortium D; and Dr. Leo Schreiner, Texas Education Agency.

The study would not have been possible without the cooperation of the vocational-technical counselors and guidance personnel who responded to the survey instrument. The project director and staff are very much indebted to this group.

Consultants for the project included Drs. E. V. Huffstutler, Professor of Educational Administration, and Earl McCallon, Associate Professor of Educational Research, North Texas State University. Special acknowledgments are due Mr. Wayne Milligan and Mrs. Kay Kienast, research assistants, for the project.

INTRODUCTION

The research reported in this document grew out of a need to identify tasks actually performed by vocational-technical counselors and guidance personnel in Texas and to determine the relative amount of time spent performing each task. This information is very important for decision making where efforts toward the development or modification of curricula are undertaken.

The study revolved around two primary objectives. These were (1) to differentiate tasks and subtasks from competencies identified in an earlier study by Jackson (4); and (2) to determine the relative amount of time spent on each identified task.

To accomplish these objectives, specific procedures were developed to translate the competencies validated by the earlier study (mentioned above) into specific tasks. This was done by means of a panel of experts. Once this had been done, appropriate questionnaire methodology was employed to obtain data from a representative sample of vocational-technical counselors and guidance personnel in the state. The samples were drawn using a table of random numbers and consisted of 40 occupational orientation teachers and 160 counselors and guidance personnel in the state. The response rate was good. Of the 40 persons in the occupational orientation group, 35 (87 percent) returned the survey instrument. In the counselors and guidance group, 148 (92 percent) of the 160 persons surveyed returned the

questionnaire. This report presents the information supplied by these individuals.

A careful review of the literature revealed that curricula for counselor education programs are typically developed on the basis of (1) what counselors and counselor educators perceive that counselors should be able to do or know; (2) the relative importance of these perceptions; and (3) hypothesized roles of counselors with no distinction being made between tasks. Any curriculum developed to prepare individuals for an occupation should be based on an analysis of that occupation. A complete analysis of an occupation should include both an identification of actual tasks performed and knowledge required, and the relative amount of time spent on each task performed. It was with these considerations in mind that this study was undertaken.

PLANNING AND MANAGEMENT CONSIDERATIONS

Work on the research project reported in this document was done during the July 1, 1974, through June 30, 1975, time period. Initial planning resulted in the identification of three major phases for the project. These phases represent natural divisions for a discussion of the planning and management procedures followed in the project.

Development of Tasks

Phase I (July 1, 1974 through October 31, 1974)

During this period of time, the competencies identified by Jackson (4) were used to develop specific tasks. This was done by a five-member panel of experts. Included on this panel were: Dr. Harold Murphy, East Texas State University; Thomas A. Bass, Region V Education Service Center; Roy Lower, San Angelo Independent School District; Bill E. Lovelace, EPD Consortium D; and Dr. Leo Schreiner, Texas Education Agency.

The results of the work performed by this group is reflected in the questionnaire (See Appendix A) utilized in the survey. As a final validation procedure, each task contained in the questionnaire was required to have been identified as an appropriate task by at least four of the five members on the validation panel.

Development and Distribution of Survey Instruments

Phase II (November 1, 1974 through February 28, 1975)

During this phase of the project, the survey instrument was constructed, pilot tested, and finalized. The samples of vocational-technical counselors and guidance personnel were drawn and the instruments printed and mailed. Construction procedures for the questionnaire were in accordance with the developmental work reported by Christal (1).

Collating and Analysis of Data

Phase III (March 1, 1975 through April 30, 1975)

During this period of time, survey instruments were secured, coded, and prepared for computer analysis. Appropriate statistical programs were written and/or modified to perform the necessary analyses. These computer programs were then tested for accuracy. As a final step, the survey information was processed and the results placed into statistical summary tables.

Development of Final Report

Phase IV (May 1, 1975 through June 30, 1975)

The final report for the project was written during this period. This involved a final interpretation of the survey data and the preparation of 100 copies of the report for the Division of Occupational Research and Development, Department of Occupational Education and Technology. In addition

to the final report, interim project reports were developed by the survey team in accordance with the requirements specified by the project director.

INSTRUMENT DEVELOPMENT

The survey instrument used a format adapted from job inventory questionnaires utilized by the Department of Defense (1). The instructions were very simple and the method for responding convenient and easy (See Appendix A for a copy of the instrument). The respondents were first asked to check tasks they performed and then to go back and rate (using a 7-point scale) the estimated time spent on the task.

The instrument was comprised of 80 tasks (or subtasks). These tasks had been formulated by a panel of five experts in the field of vocational-technical counseling and guidance. This panel worked from a list of 320 validated competencies that had been identified in a study conducted by Jackson (4).

The tasks on the survey instrument were divided into 11 sections. These were: Pupil Appraisal; Staff Consulting; Referral Work; Counseling; Public Relations; Placement; Planning and Development of the Guidance Program; Educational and Occupational Planning; Counselor as a Person; Parent Help; and Local Research.

DESCRIPTION OF SURVEY SAMPLE

The population for the study consisted of all vocational-technical counselors and guidance personnel in the state of Texas. Two district subpopulations were considered. These were occupational orientation as one group and other counselor/guidance personnel as the second group. A good response rate was obtained from both groups. Overall, from the 200 in the sample, 183 (91 percent) returned the questionnaire.

Several analyses were performed on the survey data to analyze characteristics of the respondents. Table 1 gives their ages by age categories. It can be noted that the average age of the respondents was approximately 45 years. Not reported in the table but also tabulated was the number of males or females. Of the respondents, 114 (62.3 percent) were males; 61 (33.3 percent) females; and 8 (4.3 percent) did not report their sex category.

Table 1

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY AGE CATEGORIES

Categories (years)	Frequency	Percent
25-29	12	6.56
30-34	16	8.74
35-39	21	11.48
40-44	35	19.13
45-49	30	16.39

Table 1 (Continued)

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY AGE CATEGORIES

Categories (years)	Frequency	Percent
50-54	38	20.77
55-59	20	10.93
60-up	0	0.00
Not Reporting	11	6.01

Table 2 groups respondents by the number of years in some phase of the education profession. The average respondent had slightly less than 14 years in the education profession. As vocational-technical counselor or guidance persons, most respondents were relatively inexperienced. Table 3 presents a breakdown by experience. It can be noted that approximately 67 percent of the respondents had five years or less as a vocational-technical counselor or guidance person.

Table 2

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN EDUCATIONAL PROFESSION

Years	Frequency	Percent
1-2	5	2.73
3-5	14	7.65
6-9	22	12.02

Table 2 (Continued)

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN EDUCATIONAL PROFESSION

Years	Frequency	Percent
10-14	60	32.79
15-19	35	19.13
20-29	39	21.31
30-up	6	3.28
Not Reporting	2	1.09

Table 3

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY NUMBER OF YEARS AS A COUNSELOR OR GUIDANCE PERSON

Years	Frequency	Percent
1-2	53	28.96
3-5	70	38.25
6-9	36	19.67
10-14	16	8.74
15-19	0	0.00
20-up	3	1.64
Not Reporting	5	2.73

Table 4 presents a description of the respondents in terms of number of years in their present position. Approximately 50 percent had been in their present position two years or less and 90 percent in their present position five years or less.

Table 4

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN PRESENT POSITION

Years	Frequency	Percent
1-2	91	49.73
3-5	74	40.44
6-9	11	6.01
10-15	6	3.28
15-20	0	0.00
20-up	0	0.00
Not Reporting	1	0.55

Two questions on the survey instrument solicited information regarding the highest degree earned and whether the respondent had majored or minored in education on at least one degree.

Table 5 presents the information concerning the first question. Most respondents had a master's degree (86 percent). Thirteen percent (13 percent) had only a baccalaureate and one person had a doctorate. Most respondents (91 percent)

had either majored or minored in education on at least one degree. This information is presented in Table 6.

Table 5

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY HIGHEST DEGREE EARNED

Degree	Frequency	Percent
Doctorate	1	0.55
Masters	158	86.34
Baccalaureate	24	13.11
Associate	0	0.00
High School Diploma	0	0.00
Other	0	0.00

Table 6

FREQUENCY AND PERCENT OF VOCATIONAL COUNSELORS AND GUIDANCE PERSONNEL RESPONDING TO TASK SURVEY BY MAJOR OR MINOR ON ANY DEGREE IN EDUCATION

Response	Frequency	Percent
Yes	167	91.26
No	13	7.10
Not Given	3	1.64

PRESENTATION OF RESULTS

The data derived in the study were treated in three groupings. First, the data from the 35 occupational orientation educators were analyzed; then the vocational-technical counselors and guidance personnel group, which consisted of 148 respondents; and lastly, a composite analysis including both groups.

Each task, within each of the three groups, was analyzed separately. This analysis consisted of (1) determining the number of persons reporting they perform the task; (2) calculating percent of respondents reporting they perform the task (and the total group); (3) determining the average percent of time devoted to performing the task; (4) calculating the cumulative percentages across tasks; and (5) determining the relative rank of each task in terms of percent of respondents performing the task. This information is presented in the table for each group.

Occupational Orientation

Table 7 presents the 80 tasks from the survey form ranked according to the percent of respondents performing the task. Several tasks were reported to be performed by more than 90 percent of the respondents. These were:

61. familiarize students with vocational programs available to them.

53. assist in development of the schools' goals and program.

63. help teachers and students relate course work to future life planning, including more orientation toward career planning.

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
61.	familiarize students with vocational programs available to them.	97.14	3.86	3.48	3.48	1
53.	assist in development of the schools' goals and program.	94.27	3.66	3.29	6.77	2*
63.	help teachers and students relate course work to future life planning, including more orientation toward career planning.	94.27	3.61	3.25	10.02	2*
70.	demonstrate a capacity for stable behavior even under very stressful conditions.	91.40	3.31	2.98	13.00	4
34.	assist students in evaluating their own job qualifications.	88.54	3.25	2.93	15.93	5
62.	familiarize students with individual school and state requirements for graduation.	85.86	3.23	2.91	18.84	6*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
65.	assist staff in understanding the relationship between career planning and curriculum planning.	85.86	2.78	2.50	21.34	6*
72.	become involved in all school activities.	82.84	3.79	3.03	24.37	8
33.	provide students with information on effective techniques for finding a job.	80.00	3.75	3.00	27.37	9*
35.	convey to students those job candidate qualifications considered most important by employers.	80.00	3.70	2.96	30.33	9*
49.	assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities.	77.14	1.77	2.87	33.20	11*
10.	design an assessment program for determining student knowledge of the "world of work."	77.14	3.24	2.60	35.80	11*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
68.	develop a library of resources for career training.	77.14	3.20	2.56	38.36	11*
22.	establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.	74.27	3.39	2.71	41.07	14*
25.	demonstrate knowledge of the cultural and ethnic groups served by his individual school.	74.27	3.30	2.61	43.68	14*
64.	interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.	74.27	2.91	2.33	46.01	14*
13.	help teachers in relating and applying classwork to vocational planning.	71.40	1.59	1.30	47.31	17*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
1.	use appraisal data to enhance self-awareness.	71.40	1.48	1.19	48.50	17*
74.	communicate with parents of various cultural backgrounds.	68.54	3.12	2.18	50.68	19*
24.	counsel students on career development.	68.54	3.01	2.11	52.79	19*
66.	provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people.	65.68	2.51	1.76	54.55	21*
31.	participate with all members of the various publics in educational related activities.	65.68	2.22	1.55	56.10	21*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
18.	recognize emotional problems which require attention and referral to other sources.	62.84	1.87	1.31	57.41	23*
2.	select, administer, interpret, and evaluate tests of vocational aptitude.	62.84	1.20	.84	58.25	23*
39.	use the factors which business and industry employers consider important for job candidates when counseling students about jobs.	60.00	3.84	2.31	60.56	25
23.	become nonjudgmental when faced with ideas differing from his own.	57.14	3.37	2.03	62.59	26
3.	demonstrate knowledge of special needs of exceptional children.	54.27	2.39	1.44	64.03	27
20.	familiarize students with local school policies and referral agency policies.	51.40	2.09	1.25	65.28	28*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
27.	inform students, parents, and the community of the range of guidance services available.	51.40	2.05	1.23	65.51	28*
71.	identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems.	51.40	2.01	1.21	67.72	28*
37.	assist students to make course selections on the basis of student attitudes and aptitudes.	57.14	2.84	1.42	69.16	31*
67.	provide leadership in planning integrated career education activities for the school instructional program.	57.14	2.61	1.31	70.45	31*
73.	interpret student needs and strengths to parents in an understandable way.	54.27	2.51	1.26	71.71	33*
36.	establish working relationships with business and industry.	54.27	2.50	1.25	72.96	33*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
15.	assist each staff member in solving the problems in their particular role.	54.27	2.41	1.20	74.16	33*
44.	plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.	54.27	2.32	1.16	75.32	33*
55.	determine guidance priorities based on identified needs.	54.27	2.28	1.14	76.46	33*
57.	establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.	54.27	2.27	1.14	77.60	33*
40.	disseminate information about specialized training opportunities for handicapped students.	54.27	2.27	1.14	78.74	33*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
29.	develop a community attitude toward the school as a provider of skilled high school graduates.	54.27	2.27	1.14	79.88	33*
26.	interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.	51.40	1.92	.96	80.84	41*
19.	develop a list of agencies available as referral agencies.	51.40	1.75	.87	81.71	41*
21.	determine potential resources within the community.	48.54	3.51	1.41	83.12	43
54.	communicate the guidance program to the administration to insure its implementation.	45.68	2.95	1.18	84.30	44
28.	communicate effectively with every segment of the popluation which he serves.	42.84	2.91	1.17	85.47	45*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
58.	set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.	42.84	2.39	.96	86.43	45*
75.	counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals.	42.84	1.83	.73	87.16	45*
32.	assist in the appropriate placement of students.	40.00	2.88	.86	88.02	48*
16.	help teachers understand the relationships between appraisal and instruction.	40.00	2.53	.76	88.78	48*
38.	place transfer students, at all levels of education, for a positive educational experience.	40.00	2.52	.76	89.54	48*
69.	compile an information file on the specific requirements of a variety of colleges in specific areas of study.	37.14	2.37	.71	90.25	51

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing	Rank
14.	aid in developing a curriculum which will result in every student having a salable skill.	34.27	1.93	.58	90.83		52*
11.	design a testing program which will produce data requisite to curriculum planning.	34.27	1.77	.53	91.36		52*
76.	implement the concept of accountability within the guidance program.	34.27	1.68	.50	91.86		52*
30.	plan and evaluate a systematic network of written communication explaining and publicizing guidance services.	34.27	1.42	.43	92.29		52*
7.	conduct group test interpretatior.	34.27	1.39	.42	92.71		52*
6.	select, administer, interpret, and evaluate a variety of vocational tests.	31.40	.88	.27	92.98		57
9.	obtain information of students' home environment.	28.54	3.19	.64	93.62		58

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
17.	serve on and make a contribution to a "Plan A" team.	25.68	2.92	.58	94.20	59*
80.	conduct research for the purpose of improving the guidance program.	25.68	2.88	.58	94.78	59*
47.	formulate and implement educational programs to inform all students concerned about the job placement program.	25.68	2.62	.53	95.31	59*
48.	provide placement counseling and related services for students.	22.84	2.46	.49	95.80	62*
45.	implement a program for training students in job acquisition skills.	22.84	2.26	.45	96.25	62*
42.	acquaint prospective employers with the types of students available for employment.	20.00	1.99	.40	96.65	64*
51.	interview potential school dropouts for placement purposes.	20.00	1.99	.40	97.05	64*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
46.	conduct surveys of local business or industrial concerns to determine job openings.	20.00	1.95	.39	97.44	64*
77.	plan and conduct a needs assessment.	20.00	1.86	.37	97.81	64*
79.	use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.	20.00	1.84	.37	98.18	64*
50.	follow-up of student referrals to employers.	20.00	1.77	.36	98.54	64*
78.	design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.	20.00	1.56	.31	98.85	64*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
60.	appoint, organize, and coordinate advisory committee to make the guidance program more relevant to the needs of the community.	17.14	3.45	.35	99.10	71
41.	follow up all educational and occupational placement and to use the results in planning future placement activities.	11.40	2.95	.30	99.40	72
43.	establish a good working relationship with college admission officers.	8.54	1.69	.17	99.57	73*
4.	select, administer, interpret, and evaluate standarized tests of academic achievement.	8.54	1.58	.16	99.73	73*
5.	select, administer, interpret, and evaluate tests of academic aptitudes.	8.54	1.58	.16	99.89	73*

(*Tied Ranks)

Table 7

Analysis of Tasks Performed by
Occupational Orientation
Teachers

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
8.	organize, implement, and evaluate the testing assessment system of the guidance program.	5.68	1.44	.14	100.00	76
12.	develop a testing program for identifying children with learning disabilities.	0.0	0.0	0.0	0.0	77*
52.	develop procedures for evaluation of the placement service.	0.0	0.0	0.0	0.0	77*
56.	develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.	0.0	0.0	0.0	0.0	77*
59.	design a system for the efficient retrieval of appraisal data.	0.0	0.0	0.0	0.0	77*

(*Tied Ranks)

70. demonstrate a capacity for stable behavior even under very stressful conditions.

Conversely, four tasks were reported as not performed. These were:

12. develop a testing program for identifying children with learning disabilities.

52. develop procedures for evaluation of the placement service.

56. develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.

59. design a system for the efficient retrieval of appraisal data.

The percent of time devoted to these tasks ranged from a high of 3.86 percent to a low of 0.0 percent. Overall, most tasks consumed between one and four percent of the respondents' time.

Counselors and Guidance Personnel

The second subsample analyzed was the counselors and guidance personnel group. This consisted of 148 respondents. The results are presented in Table 8. Tasks reported to be performed by at least 90 percent of the respondents included:

61. familiarize students with vocational programs available to them.

70. demonstrate a capacity for stable behavior even under very stressful conditions.

25. demonstrate knowledge of the cultural and ethnic groups served by his individual school.

62. familiarize students with individual school and state requirements for graduation.

22. establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.

19. develop a list of agencies available as referral agencies.

33. provide students with information on effective techniques for finding a job.

20. familiarize students with local school policies and referral agency policies.

24. counsel students on career development.

23. become nonjudgmental when faced with ideas differing from his own.

34. assist students in evaluating their own job qualifications.

63. help teachers and students relate course work to future life planning, including more orientation toward career planning.

35. convey to students those job candidate qualifications considered most important by employers.

65. assist staff in understanding the relationship between career planning and curriculum planning.

66. provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people.

39. use the factors which business and industry employers consider important for job candidates when counseling students about jobs.

74. communicate with parents of various cultural backgrounds.

73. interpret student needs and strengths to parents in an understandable way.

These tasks tended to individually consume between one and three percent of this group's time.

An examination of the data presented in Tables 7 and 8 indicates that, overall, the tasks on the survey instrument tended to be reported as performed by a larger percentage of counselors and guidance personnel.

Table 8

Analysis of Tasks Performed by
Vocational Counselors

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
61.	familiarize students with vocational programs available to them.	98.8	2.39	2.36	2.36	1
70.	demonstrate a capacity for stable behavior even under very stressful conditions.	98.3	2.09	2.05	4.41	2
25.	demonstrate knowledge of the cultural and ethnic groups served by his individual school.	97.1	1.96	1.91	6.32	3
62.	familiarize students with individual school and state requirements for graduation.	96.0	2.26	2.17	8.49	4
22.	establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.	95.4	2.18	2.08	10.57	5

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
19.	develop a list of agencies available as referral agencies.	94.8	1.74	1.65	12.22	6*
33.	provide students with information on effective techniques for finding a job.	94.8	1.97	1.87	14.09	6*
20.	familiarize students with local school policies and referral agency policies.	94.2	1.77	1.66	15.75	8
24.	counsel students on career development.	93.6	2.14	2.00	17.75	9
23.	become nonjudgmental when faced with ideas differing from his own.	93.1	2.01	1.88	19.63	10
34.	assist students in evaluating their own job qualifications.	92.5	1.98	1.83	21.46	11
63.	help teachers and students relate course work to future life planning, including more orientation toward career planning.	91.9	1.92	1.76	23.22	12

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percert time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
35.	convey to students those job candidate qualifications considered most important by employers.	91.3	1.98	1.81	25.03	13*
65.	assist staff in understanding the relationship between career planning and curriculum planning.	91.3	1.98	1.81	26.84	13*
66.	provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people.	91.3	1.84	1.68	28.52	13*
39.	use the factors which business and industry employers consider important for job candidates when counseling students about jobs.	90.8	1.98	1.80	30.40	16*
74.	communicate with parents of various cultural backgrounds.	90.8	1.86	1.69	32.09	16*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
73.	interpret student needs and strengths to parents in an understandable way.	90.2	1.76	1.60	33.69	18
26.	interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.	89.0	1.80	1.60	35.29	19*
53.	assist in development of the schools' goals and program.	89.0	1.98	1.76	37.05	19*
27.	inform students, parents, and the community of the range of guidance services available.	87.9	1.64	1.44	38.49	21
21.	determine potential resources within the community.	87.3	1.81	1.58	40.07	22
68.	develop a library of resources for career training.	86.7	1.82	1.58	41.65	23

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by Vocational Counselors

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
37.	assist students to make course selections on the basis of student attitudes and aptitudes.	86.1	2.18	1.88	43.53	24*
75.	counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals.	86.1	1.80	1.55	45.08	24*
13.	help teachers in relating and applying classwork to vocational planning.	85.5	1.63	1.40	46.48	26
31.	participate with all members of the various publics in educational related activities.	85.0	1.91	1.62	48.10	27*
32.	assist in the appropriate placement of students.	85.0	2.04	1.74	49.84	27*
49.	assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities.	85.0	1.67	1.42	51.26	27*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
36.	establish working relationships with business and industry.	84.4	1.84	1.55	52.81	30
18.	recognize emotional problems which require attention and referral to other sources.	83.8	1.54	1.29	54.10	31
1.	use appraisal data to enhance self-awareness.	82.1	1.39	1.14	55.24	32*
54.	communicate the guidance program to tne administration to insure its implementation.	82.1	1.83	1.50	56.74	32*
76.	implement the concept of accountability within the guidance program.	81.5	1.73	1.41	58.15	34
2.	select, administer, interpret, and evaluate tests of vocational aptitude.	80.9	1.58	1.28	59.43	35*
40.	disseminate information about specialized training opportunities for handicapped students.	80.9	1.57	1.27	60.70	35*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
64.	interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.	80.9	1.74	1.41	62.11	35*
72.	become involved in all school activities.	80.3	1.88	1.51	63.62	38
55.	determine guidance priorities based on identified needs.	79.8	1.64	1.31	64.93	39
29.	develop a community attitude toward the school as a provider of skilled high school graduates.	78.6	1.82	1.43	66.36	40
38.	place transfer students, at all levels of education, for a positive educational experience.	75.1	1.83	1.38	67.74	41
41.	follow up all educational and occupational placement and to use the results in planning future placement activities.	74.6	1.56	1.66	69.40	42*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
78.	design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.	74.6	1.70	1.27	70.67	42*
15.	assist each staff member in solving the problems in their particular role.	74.0	1.63	1.20	71.87	44
28.	communicate effectively with every segment of the population which he serves.	72.8	1.74	1.27	73.14	45*
69.	compile an information file on the specific requirements of a variety of colleges in specific areas of study.	72.8	1.70	1.24	74.38	45*
42.	acquaint prospective employers with the types of students available for employment.	72.3	1.48	1.07	75.45	47
3.	demonstrate knowledge of special needs of exceptional children.	70.5	1.30	.92	76.37	48

(*Tied Ranks)

Table 8
Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing
Cumulative sum of average percent time spent by all respondents
Average percent time spent by all respondents
Average percent time spent by respondents performing
Percent of respondents performing

Task Number	Task				
7.	conduct group test interpretation.	66.5	1.44	.96	77.33	49
14.	aid in developing a curriculum which will result in every student having a salable skill.	65.3	1.55	1.01	78.34	50*
43.	establish a good working relationship with college admission officers.	65.3	1.59	1.04	79.38	50*
44.	plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.	65.3	1.72	1.13	80.51	50*
67.	provide leadership in planning integrated career education activities for the school instructional program.	65.3	1.83	1.20	81.71	50*
6.	select, administer, interpret, and evaluate a variety of vocational tests.	64.7	1.41	.92	82.63	54

(*Tied Ranks)

Table 8
Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
71.	identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems.	64.2	1.68	1.08	83.71	55
9.	obtain information of students' home environment.	63.0	1.42	.89	84.60	56
51.	interview potential school dropouts for placement purposes.	60.7	1.43	.87	85.47	57*
80.	conduct research for the purpose of improving the guidance program.	60.7	1.46	.89	86.36	57*
47.	formulate and implement educational programs to inform all students concerned about the job placement program.	59.5	1.49	.89	87.25	59
50.	follow-up of student referrals to employers.	59.0	1.43	.84	88.09	60
4.	select, administer, interpret, and evaluate standarized tests of academic achievement.	57.8	1.31	.76	88.85	61*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing
Cumulative sum of average percent time spent by all respondents
Average percent time spent by all respondents
Average percent time spent by respondents performing
Percent of respondents performing

Task Number	Task				
16.	help teachers understand the relationships between appraisal and instruction.	57.8	1.41	.82	89.67	61*
77.	plan and conduct a needs assessment.	57.8	1.44	.83	90.50	61*
48.	provide placement counseling and related services for students.	57.2	1.64	.94	91.44	64
46.	conduct surveys of local business or industrial concerns to determine job openings.	56.6	1.49	.84	92.28	65
57.	establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.	53.8	1.55	.83	93.11	66
17.	serve on and make a contribution to a "Plan A" team.	51.4	1.52	.78	93.89	67*
45.	implement a program for training students in job acquisition skills.	51.4	1.45	.75	94.64	67*

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
5.	select, administer, interpret, and evaluate tests of academic aptitudes.	50.3	1.30	.65	95.29	69*
79.	use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.	50.3	1.51	.76	96.05	69*
10.	design an assessment program for determining student knowledge of the "world of work."	47.4	1.43	.68	96.73	71
56.	develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.	46.8	1.37	.64	97.37	72
58.	set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.	38.2	1.63	.62	97.99	73
30.	plan and evaluate a systematic network of written communication explaining and publicizing guidance services.	37.6	1.30	.49	98.48	74

(*Tied Ranks)

Table 8

Analysis of Tasks Performed by
Vocational Counselors

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
52.	develop procedures for evaluation of the placement service.	35.3	1.35	.48	98.86	75
8.	organize, implement, and evaluate the testing assessment system of the guidance program.	31.2	1.21	.38	99.24	76*
11.	design a testing program which will produce data requisite to curriculum planning.	31.2	1.25	.39	99.63	76*
59.	design a system for efficient retrieval of appraisal data.	27.7	1.29	.36	99.99	78
12.	develop a testing program for identifying children with learning disabilities.	22.0	1.21	.27	100.00	79
60.	appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.	20.8	1.48	.31	100.00	80

(*Tied Ranks)

Total Group Results

The third analysis consisted of analyzing the responses from occupational orientation teachers, counselors, and guidance personnel as a single group. As would be expected, the results obtained were very similar to those reported for counselors and guidance personnel. This is due primarily to the similarity between the two groups and the differential weighting in favor of the counselors and guidance group (N=148 as opposed to N=35). However, the composite analysis was performed so that the data would be available for use. The results of this analysis is reported in Table 9.

The task most frequently reported as performed was:

61. familiarize students with vocational programs available to them.

Over 98 percent of the respondents indicated they performed this task. Others of the most frequently performed include:

70. demonstrate a capacity for stable behavior even under very stressful conditions.

25. demonstrate knowledge of the cultural and ethnic groups served by his individual school.

62. familiarize students with individual school and state requirements for graduation.

The task most frequently reported as not performed was:

60. appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.

Two other tasks were reported as not performed by less than 30 percent of the respondents. These were:

12. develop a testing program for identifying children with learning disabilities.

59. design a system for the efficient retrieval of appraisal data.

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
61.	familiarize students with vocational programs available to them.	98.4	2.49	2.45	2.45	1
70.	demonstrate a capacity for stable behavior even under very stressful conditions.	97.8	2.17	2.12	4.57	2
25.	demonstrate knowledge of the cultural and ethnic groups served by his individual school.	96.2	2.04	1.96	6.53	3
62.	familiarize students with individual school and state requirements for graduation.	95.6	2.33	2.22	8.75	4
22.	establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.	94.5	2.27	2.14	10.89	5

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
33.	provide students with information on effective techniques for finding a job.	94.0	2.09	1.97	12.86	6
19.	develop a list of agencies available as referral agencies.	92.3	1.75	1.61	14.47	7*
20.	familiarize students with local school policies and referral agency policies.	92.3	1.79	1.65	16.12	7*
24.	counsel students on career development.	92.3	2.18	2.02	18.14	7*
34.	assist students in evaluating their own job qualifications.	92.3	2.07	1.91	20.05	7*
63.	help teachers and students relate course work to future life planning, including more orientation toward career planning.	91.8	2.01	1.84	21.89	11*

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
23.	become nonjudgmental when faced with ideas differing from his own.	91.8	2.07	1.89	23.78	11*
65.	assist staff in understanding the relationship between career planning and curriculum planning.	91.3	2.02	1.84	25.62	13
35.	convey to students those job candidate qualifications considered most important by employers.	90.7	2.09	1.89	27.51	14
66.	provide students with information about federal programs such as Manpower Development and National Youth Corps, available to young people.	90.2	1.86	1.67	29.18	15
74.	communicate with parents of various cultural backgrounds.	89.6	1.93	1.73	30.91	16

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
39.	use the factors which business and industry employers consider important for job candidates when counseling students about jobs.	89.1	2.07	1.84	32.75	17*
53.	assist in development of the schools' goals and program.	89.1	2.09	1.86	34.61	17*
73.	interpret student needs and strengths to parents in an understandable way.	88.0	1.81	1.59	36.20	19
26.	interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.	86.9	1.80	1.57	37.77	20
27.	inform students, parents, and the community of the range of guidance services available.	86.3	1.67	1.45	39.22	21*
68.	develop a library of resources for career training.	86.3	1.89	1.63	40.85	21*

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
13.	help teachers in relating and applying classwork to vocational planning.	85.2	1.63	1.39	42.24	23
21.	determine potential resources within the community.	84.7	1.87	1.58	43.82	24*
49.	assist students in making preparations for preemployment activities such as interviews, completing application blanks, resumes, and other related activities.	84.7	1.78	1.51	45.33	24*
31.	participate with all members of the various publics in educational related activities.	84.2	1.93	1.62	46.95	26*
37.	assist students to make course selections on the basis of student attitudes and aptitudes.	84.2	2.23	1.87	48.82	26*

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
75.	counsel with parents about students' interests and skills and if necessary, to redirect tactfully parent goals.	83.6	1.81	1.51	50.33	28
18.	recognize emotional problems which require attention and referral to other sources.	83.1	1.54	1.28	51.61	29
36.	establish working relationships with business and industry.	82.5	1.89	1.56	53.17	30
1.	use appraisal data to enhance self-awareness.	82.0	1.41	1.16	54.33	31*
32.	assist in the appropriate placement of students.	82.0	2.03	1.66	55.99	31*

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
64.	interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.	80.9	1.79	1.45	57.44	33
72.	become involved in all school activities.	80.3	1.97	1.58	59.02	34*
2.	select, administer, interpret, and evaluate tests of vocational aptitude.	80.3	1.61	1.29	60.31	34*
54.	communicate the guidance program to the administration to insure its implementation.	79.8	1.84	1.47	61.78	36
40.	disseminate information about specialized training opportunities for handicapped students.	79.2	1.58	1.26	63.04	37
76.	implement the concept of accountability within the guidance program.	78.7	1.71	1.35	64.39	38

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
55.	determine guidance priorities based on identified needs.	78.1	1.65	1.29	65.68	39
29.	develop a community attitude toward the school as a provider of skilled high school graduates.	77.0	1.84	1.42	67.0	40
15.	assist each staff member in solving the problems in their particular role.	72.7	1.63	1.19	68.29	41*
38.	place transfer students, at all levels of education, for a positive educational experience.	72.7	1.87	1.36	69.65	41*
78.	design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.	71.6	1.66	1.19	70.84	43

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
28.	communicate effectively with every segment of the population which he serves.	71.0	1.77	1.26	72.10	44*
41.	follow up all educational and occupational placement and to use the results in planning future placement activities.	71.0	1.57	1.12	73.22	44*
69.	compile an information file on the specific requirements of a variety of colleges in specific areas of study.	70.5	1.71	1.21	74.43	46
3.	demonstrate knowledge of special needs of exceptional children.	69.9	1.36	0.95	75.38	47
42.	acquaint prospective employers with the types of students available for employment.	69.4	1.47	1.02	76.40	48

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
7.	conduct group test interpretation.	64.5	1.45	0.94	77.34	49*
44.	plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.	64.5	1.78	1.15	78.49	49*
67.	provide leadership in planning integrated career education activities for the school instructional program.	64.5	1.83	1.18	79.67	49*
71.	identify a list of professionals for referral of students who need counseling and guidance regarding their personal problems.	63.9	1.66	1.06	80.73	52
14.	aid in developing a curriculum which will result in every student having a salable skill.	63.4	1.55	0.98	81.71	53
6.	select, administer, interpret, and evaluate a variety of vocational tests.	62.8	1.41	0.89	82.60	54

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
43.	establish a good working relationship with college admission officers.	62.3	1.60	0.99	83.59	55
9.	obtain information of students' home environment.	60.7	1.46	0.88	84.47	56
51.	interview potential school dropouts for placement purposes.	58.5	1.41	0.83	85.30	57*
80.	conduct research for the purpose of improving the guidance program.	58.5	1.49	0.87	86.17	57*
47.	formulate and implement educational programs to inform all students concerned about the job placement program.	57.4	1.49	0.86	87.03	59
50.	follow-up of student referrals to employers.	56.8	1.39	0.79	87.82	60

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
16.	help teachers understand the relationships between appraisal and instruction.	56.3	1.41	0.79	88.61	61
77.	plan and conduct a needs assessment.	55.7	1.47	0.81	89.42	62
4.	select, administer, interpret, and evaluate standarized tests of academic achievement.	55.2	1.31	0.72	90.14	63*
48.	provide placement counseling and related services for students.	55.2	1.60	0.88	91.02	63*
46.	conduct surveys of local business or industrial concerns to determine job openings.	54.6	1.47	0.81	91.83	65
57.	establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.	53.6	1.55	0.83	92.66	66

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
17.	serve on and make a contribution to a "Plan A" team.	49.7	1.53	0.76	93.42	67*
45.	implement a program for training students in job acquisition skills.	49.7	1.47	0.73	94.15	67*
10.	design an assessment program for determining student knowledge of the "world of work."	49.2	1.57	0.77	94.92	69
79.	use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.	48.6	1.49	0.72	95.64	70
5.	select, administer, interpret, and evaluate tests of academic aptitudes.	48.1	1.30	0.62	96.26	71

(*Tied Ranks)

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
56.	develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.	44.3	1.30	0.58	96.84	72
58.	set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.	38.3	1.69	0.65	97.49	73
30.	plan and evaluate a systematic network of written communication explaining and publicizing guidance services.	37.2	1.32	0.50	97.99	74
52.	develop procedures for evaluation of the placement service.	33.3	1.29	0.43	98.42	75
11.	design a testing program which will produce data requisite to curriculum planning.	31.1	1.23	0.38	98.80	76

Table 9

Analysis of Tasks Performed by
Vocational Counselors and
Guidance Personnel

(Continued)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
8.	organize, implement, and evaluate the testing assessment system of the guidance program.	30.1	1.22	0.37	99.17	77
59.	design a system for the efficient retrieval of appraisal data.	26.2	1.24	0.32	99.49	78
60.	appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.	20.2	1.50	0.30	99.79	79
12.	develop a testing program for identifying children with learning disabilities.	20.8	1.14	0.24	100.00	80

As might be expected, the tasks most frequently reported as performed tended to consume the greatest amount of the respondents' time. The 13 most often indicated as performed accounted for more than 25 percent of the respondents' time. Looking across tasks it can be noted that for those tasks where more than 50 percent of the respondents reported they performed the task, the respondents spent upward of 90 percent of their time performing these tasks. These data hold tremendous implications for curriculum development or refinement.

SUMMARY AND CONCLUSIONS

This study reports the results of a study of 80 tasks performed by occupational orientation and counselor/guidance personnel in the state of Texas. The results were obtained from 183 persons who constituted a random sample of such personnel in the state. Thirty-five of the respondents were occupational orientation personnel while 148 were counselors or guidance professionals. Overall, 91 percent of the persons in the sample returned the survey instrument.

Each task on the questionnaire was evaluated in terms of (1) the extent to which it is performed by vocational-technical teachers and (2) the percent of time devoted to the task. Tasks were derived from a set of competencies which had been validated in an earlier study by Jackson (4). Information was collected by means of a mailed questionnaire.

The data were analyzed in two ways. First, each of the two major groups (occupational orientation and counselor/guidance personnel) were analyzed separately and secondly, a composite analysis across the two groups was performed.

The results indicated that respondents were able to differentiate adequately between tasks performed and not performed and that the respondents were able to indicate the relative amount of time spent performing these tasks. This further validates the use of this approach by Christal (1) and Lovelace (3).

Overall, this study should provide valuable base line data

from which curriculum decisions can be made. In this manner, more effective curricula can be developed and present curricula modified in order to improve effectiveness in the professional development of vocational-technical counselors and guidance personnel.

In conclusion, it is recommended that the professional preparation of vocational-technical counselors and guidance personnel be revised using similar occupational analysis procedures based on professional tasks performed by practicing vocational-technical counselors and guidance personnel. Furthermore, a study needs to be made to determine the complexity and criticality of each of the 80 tasks studied. Finally, it is recommended that such programs be developed jointly by several universities utilizing the tasks identified by the study. A strong pre- and postassessment model will be essential for any competency-based program and should be an integral part of the validation procedure.

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2. _____., Stability of Consolidated Job Descriptions Based on Task Inventory Survey Information. Texas, Brooks Air Force Base, 1971.

3. Lovelace, Bill E., A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges, Unpublished Doctoral Dissertation, East Texas State University, 1975.

4. Jackson, Frank, The Identification and Validation of Competencies Requisite to Effective Functioning of Secondary Counselors, Vocational Counselors, Elementary Counselors, Special Education Counselors, and Other Guidance Personnel. Texas: Texas Education Agency, 1974.

APPENDIX A

RESEARCH QUESTIONNAIRE

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

February 28, 1975

Dear Fellow Educator:

EPD Consortium D is conducting a Teacher Competency Research Project under the auspices of the Department of Occupational Education and Technology, Texas Education Agency. Part of the statewide study is designed to produce usable data and information concerning competencies which are both common and unique to all vocational-technical personnel in public schools.

I am confident that all educators recognize the need for this kind of information in the context of competency-based teacher education. It is hoped that you will help in this effort by encouraging completion of the questionnaires being sent to vocational-technical personnel in your school.

Your assistance in this study will be appreciated.

Sincerely,

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:al

RETURN BY MARCH 21, 1975

"An Equal Opportunity Employer"

A SURVEY OF TASKS PERFORMED BY

VOCATIONAL COUNSELORS AND

GUIDANCE PERSONNEL

Dear Fellow Educator:

The Division of Occupational Education and Development, Texas Education Agency, is sponsoring a study of tasks performed by vocational counselors and guidance personnel. The results of the study will be used to assist the program planners in developing speciality descriptions for teaching fields, developing college courses, and implementing inservice activities. Your contribution will be an asset to program development in the area of vocational-technical education. Your assistance is greatly appreciated.

Billy N. Pope

Dr. Billy N. Pope
Coordinator, EPD Consortium D

RETURN BY MARCH 21, 1975

GENERAL INSTRUCTIONS

1. Your assistance in completing this survey is very <u>important</u>. Your answers and the answers of other counselors and guidance personnel completing this Job Inventory may be used to:

   a. Write speciality descriptions for your counselors and guidance personnel.

   b. Develop speciality training standards and college courses for your counselors and guidance personnel.

   c. Development of inservice activities for upgrading in your guidance and counseling field.

2. This Job Inventory is in two sections:

   a. A Background Information section, where you give information about yourself, and

   b. A Task List section, where you give information about your current counseling and/or guidance assignment.

3. <u>In providing the information requested, it is important to follow the procedures given</u>.

INSTRUCTIONS FOR BACKGROUND INFORMATION SECTION

Complete each item in the Background Information section.

BACKGROUND INFORMATION

OFFICE USE ONLY

(1-5)

(6-11)

(12-16)

(Please Print)

Name _____
(Last) (First) (M.I.)

School District _____

County _____

Sex: M _____ F _____ (17)

Age: _____ (18-19)

Number of years as a Counselor and/or Guidance Person (20-21)

Number of years in present position (22-23)

Total number of years in Education Profession (24-25)

What is the highest degree that you have earned?

(26)

1 _____ Doctorate

2 _____ Masters

3 _____ Baccalaureate

4 _____ Associate

5 _____ High School Diploma

6 _____ Other _____

Was your major or minor on any degree in education?

(27)

1 _____ Yes

2 _____ No

(28-32)
(Do Not Mark)

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information section? Make sure, before you continue with this procedure.

PROCEDURE A. CHECKING TASKS OF PRESENT COUNSELING AND/OR GUIDANCE ASSIGNMENT

1. As you read each task in the Task section, pages 5 through 10, place a check beside each task that you perform in your present assignment. Put your checkmark in the column headed "Check If Done Now." When you have reached page 10, return to page 5.

2. DO NOT COMPLETE THE RIGHT-HAND COLUMN AT THIS TIME.

3. If a task that you perform is not listed anywhere in the entire list, write it on the last page of the booklet.

4. Do not confuse work you do yourself with work you supervise.

5. Remember, at this time you are to complete only the column headed "Check If Done Now" for pages 5 through 10. Now, turn to page 5 and BEGIN.

PROCEDURE B. RATING TIME SPENT ON TASKS ON PRESENT ASSIGNMENT

1. Have you checked each task that you perform in your present assignment? Make sure, before you continue with this procedure.

2. Now you are to rate the relative amount of time you spend performing each task in your present assignment. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present assignment during the year.

3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on the task.

4. Remember, you are to rate only tasks that you have already checked in the first column of pages 5 through 10.

5. Place your rating, according to the seven-point scale, in the right-hand column, headed "Estimated time spent on competencies in your assignment this year."

6. When you have completed all your ratings in the right-hand column of pages 5 through 10, you will have completed this Job Inventory, and you may return it in the enclosed self-addressed, stamped envelope to:

Dr. Billy N. Pope
P. O. Box 1300
Richardson, TX 75080

Secondary Vocational-Technical Counselor and/or Guidance Personnel
Competency List

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

√ IF DONE NOW

Estimated time spent on competencies in your assignment this year.

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

PUPIL APPRAISAL

1.	use appraisal data to enhance student self-awareness.	_____	_____ (33)
2.	select, administer, interpret, and evaluate tests of vocational aptitude.	_____	_____ (34)
3.	recognize special needs of certain groups of exceptional children.	_____	_____ (35)
4.	select, administer, interpret, and evaluate standarized tests of academic achievement.	_____	_____ (36)
5.	select, administer, interpret, and evaluate tests of academic aptitudes.	_____	_____ (37)
6.	select, administer, interpret, and evaluate a variety of vocational tests.	_____	_____ (38)
7.	conduct group test interpretation.	_____	_____ (39)
8.	organize, implement, and evaluate the testing assessment system of the guidance program.	_____	_____ (40)
9.	develop the skills necessary to obtain knowledge of students home environment.	_____	_____ (41)
10.	design an assessment program for determining student knowledge of the "world of work."	_____	_____ (42)
11.	design a testing program which will produce data requisite to curriculum planning.	_____	_____ (43)
12.	develop a testing program for identifying children with learning disabilities.	_____	_____ (44)

STAFF CONSULTING

13.	help teachers in relating and applying classwork to vocational planning.	_____	_____ (45)

(Continued on next page.)

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check	Estimated time spent on competencies in your assignment this year.
√	1. Very much below average
IF	2. Below average
DONE	3. Slightly below average
NOW	4. Average
	5. Slightly above average
	6. Above average
	7. Very much above average

STAFF CONSULTING (Continued)

14.	aid in developing a curriculum which will result in every student having a salable skill.	_____	_____ (46)
15.	understand the role of each staff member and the problems inherent in that particular role.	_____	_____ (47)
16.	help teachers understand the relationships between appraisal and instruction.	_____	_____ (48)
17.	serve on and make a contribution to a "Plan A" team.	_____	_____ (49)

REFERRAL WORK

18.	recognize emotional problems which require attention and referral to other sources.	_____	_____ (50)
19.	become familiar with agencies available as referral agencies.	_____	_____ (51)
20.	become familiar with local school policy and referral agency policies.	_____	_____ (52)
21.	determine potential resources within the community.	_____	_____ (53)

COUNSELING

22.	demonstrate skill in a variety of ways to establish rapport with students including the recognition of unspoken problems, empathetic listening, neutrality, and the establishment of an "open door" policy in counseling sessions.	_____	_____ (54)
23.	become non-judgmental when faced with ideas differing from his own.	_____	_____ (55)

(Continued on next page.)

COUNSELING (Continued)

24.	apply his own knowledge of career development theory in counseling students.	_____ _____	(56)
25.	demonstrate knowledge of the cultural and ethnic groups served by his individual school.	_____ _____	(57)

PUBLIC RELATIONS

26.	interpret the guidance program to faculty, students, and parents and to act as liaison between these groups.	_____ _____	(58)
27.	inform students, parents, and the community of the range of guidance services available.	_____ _____	(59)
28.	communicate effectively with every segment of the population which he serves.	_____ _____	(60)
29.	develop a community attitude toward the school as a provider of skilled high school graduates.	_____ _____	(61)
30.	plan and evaluate a systematic network of written communication explaining and publicizing guidance services.	_____ _____	(62)
31.	make himself available to all members of the various publics.	_____ _____	(63)

PLACEMENT

32.	use his knowledge of student needs, faculty, staff, and parents to make appropriate placement of students.	_____ _____	(64)
33.	communicate to students effective techniques for finding a job.	_____ _____	(65)
34.	assist students in evaluating their own job qualifications.	_____ _____	(66)
35.	convey to students those job candidate qualifications considered most important by employers.	_____ _____	(67)
36.	establish working relationships with business and industry.	_____ _____	(68)
37.	become familiar with the curriculum and be able to make course selections on the basis of student attitudes and aptitudes.	_____ _____	(69)
38.	place transfer students, at all levels of education, for a positive educational experience.	_____ _____	(70)
39.	develop a basic knowledge of the factors which business and industry employers consider important job candidates.	_____ _____	(71)
40.	be aware of specialized training opportunities for handicapped students.	_____ _____	(72)
41.	follow-up all educational and occupational placement and to use the results in planning future placement activities.	_____ _____	(73)

(Continued on next page.)

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check	Estimated time spent on competencies in your assignment this year.
√	1. Very much below average
IF	2. Below average
DONE	3. Slightly below average
NOW	4. Average
	5. Slightly above average
	6. Above average
	7. Very much above average

PLACEMENT (Continued)

42.	acquaint prospective employers with the types of students available for employment.	____	____	(74)
43.	establish a good working relationship with college admissions officers.	____	____	(75)
44.	plan, organize, implement, and evaluate a program for aiding students to learn job acquisition skills.	____	____	(76)
45.	implement a program for training students in job acquisition skills.	____	____	(77)
46.	conduct surveys of local business or industrial concerns to determine job openings.	____	____	(78)
47.	formulate and implement educational programs to inform all students concerned about the job placement program.	____	____	(79)
48.	provide placement counseling and related services for students.	____	[1] ____	(80) (6)
49.	assist students in making preparations for pre-employment activities such as interviews, completing application blanks, resumes, and other related activities.	____	____	(7)
50.	follow-up of student referrals to employers.	____	____	(8)
51.	identify and conduct an interview with potential school dropouts for placement purposes.	____	____	(9)
52.	develop procedures for evaluation of the placement service.	____	____	(10)

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM

53.	understand the schools' goals and program.	____	____	(11)
54.	communicate the guidance program to the administration to insure its implementation.	____	____	(12)

(Continued on next page.)

PLANNING AND DEVELOPMENT OF THE GUIDANCE PROGRAM (Continued)

55.	determine guidance priorities based on identified needs.	_____ _____	(13)
56.	develop a systematic procedure for joint counseling of parents and students with regard to educational and occupational placement.	_____ _____	(14)
57.	establish an evaluation system whereby students can make an accurate self-evaluation of their own capabilities.	_____ _____	(15)
58.	set up and implement training programs for students in problem solving, establishing value systems, and decision making techniques.	_____ _____	(16)
59.	design a system for the efficient retrieval of appraisal data.	_____ _____	(17)
60.	appoint, organize, and coordinate an advisory committee to make the guidance program more relevant to the needs of the community.	_____ _____	(18)

EDUCATIONAL AND OCCUPATIONAL PLANNING

61.	become familiar with vocational programs available to students.	_____ _____	(19)
62.	become familiar with individual school and state requirements for graduation.	_____ _____	(20)
63.	help teachers and students relate course work to future life planning, including more orientation toward career planning.	_____ _____	(21)
64.	interpret occupational trend data in ways which will make it have personal, meaningful value for parents and students.	_____ _____	(22)
65.	understand the relationship between career planning and curriculum planning.	_____ _____	(23)
66.	become familiar with federal programs such as Manpower Development and National Youth Corps, available to young people.	_____ _____	(24)
67.	assume a leadership role in planning integrated career education activities for the school instructional program.	_____ _____	(25)
68.	develop a library of resources for career training.	_____ _____	(26)
69.	compile an information file on the specific requirements of a variety of colleges in specific areas of study.	_____ _____	(27)

COUNSELOR AS A PERSON

70.	demonstrate a capacity for stable behavior even under very stressful conditions.	_____ _____	(28)
71.	identify a list of professionals to whom he may go for counseling and guidance regarding his own personal problems.	_____ _____	(29)
72.	become involved in all school activities.	_____ _____	(30)

(Continued on next page.)

Secondary Vocational-Technical Counselor and/or Guidance Personnel Competency List

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check	Estimated time spent on competencies in your assignment this year.
√	1. Very much below average
IF	2. Below average
DONE	3. Slightly below average
NOW	4. Average
	5. Slightly above average
	6. Above average
	7. Very much above average

PARENT HELP

73.	interpret student needs and strengths to parents in an understandable way.	_____	_____ (31)
74.	communicate with parents of various cultural backgrounds.	_____	_____ (32)
75.	counsel with parents about students interests and skills, and if necessary, to redirect tactfully parent goals.	_____	_____ (33)

LOCAL RESEARCH

76.	accept the concept of accountability within the guidance program.	_____	_____ (34)
77.	plan and conduct a needs assessment.	_____	_____ (35)
78.	design and implement a follow-up evaluation system for students at periodic intervals after graduation with input from parents and students.	_____	_____ (36)
79.	use surveys and research conducted by other agencies in the development of a survey of demographic characteristics.	_____	_____ (37)
80.	demonstrate a knowledge of and ability to apply a variety of research designs.	_____	_____ (38)

(The end.) [2] (80)